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FREEDOM STUDIES CENTER
The Private Freedom Academy

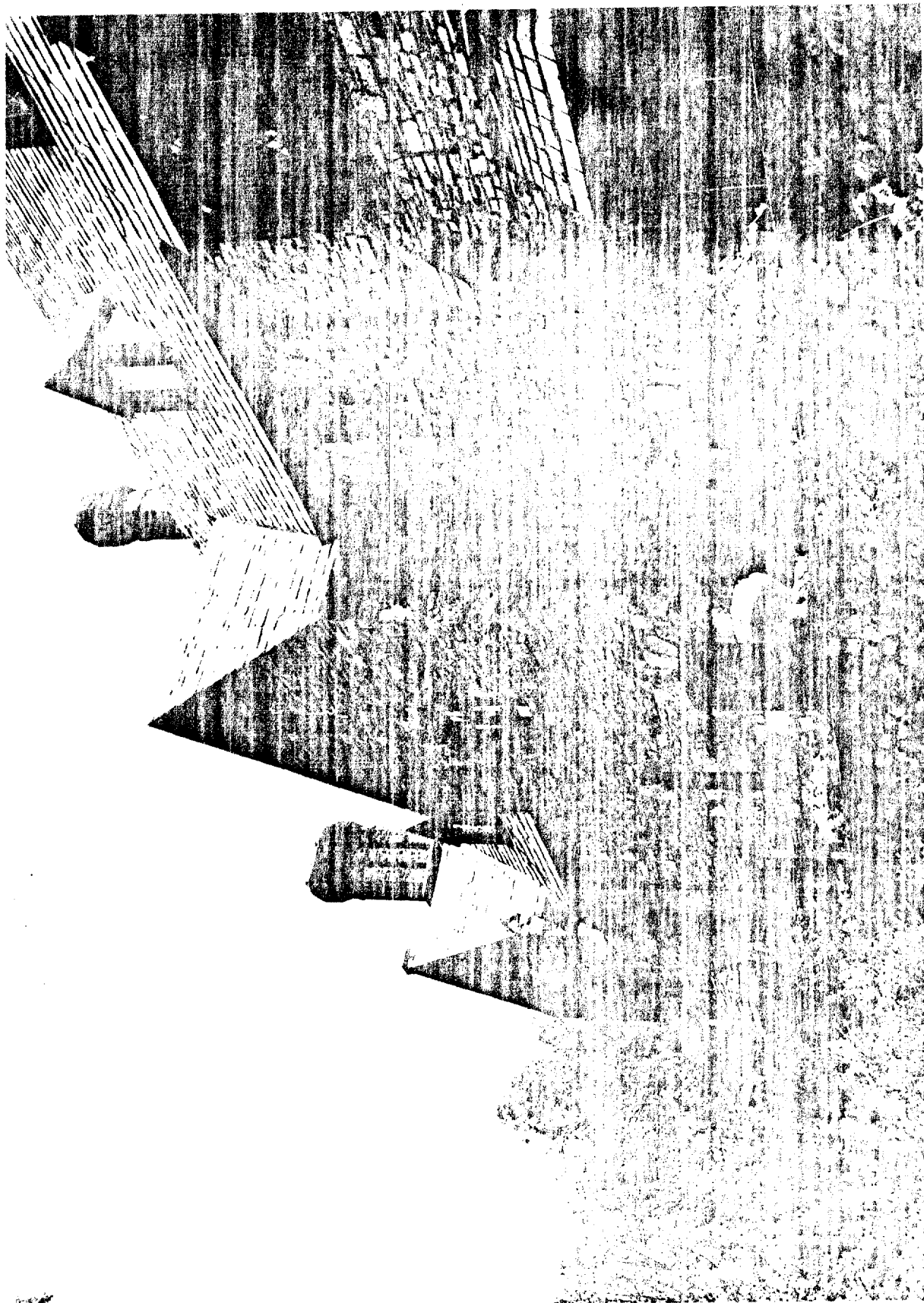
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The Mirror



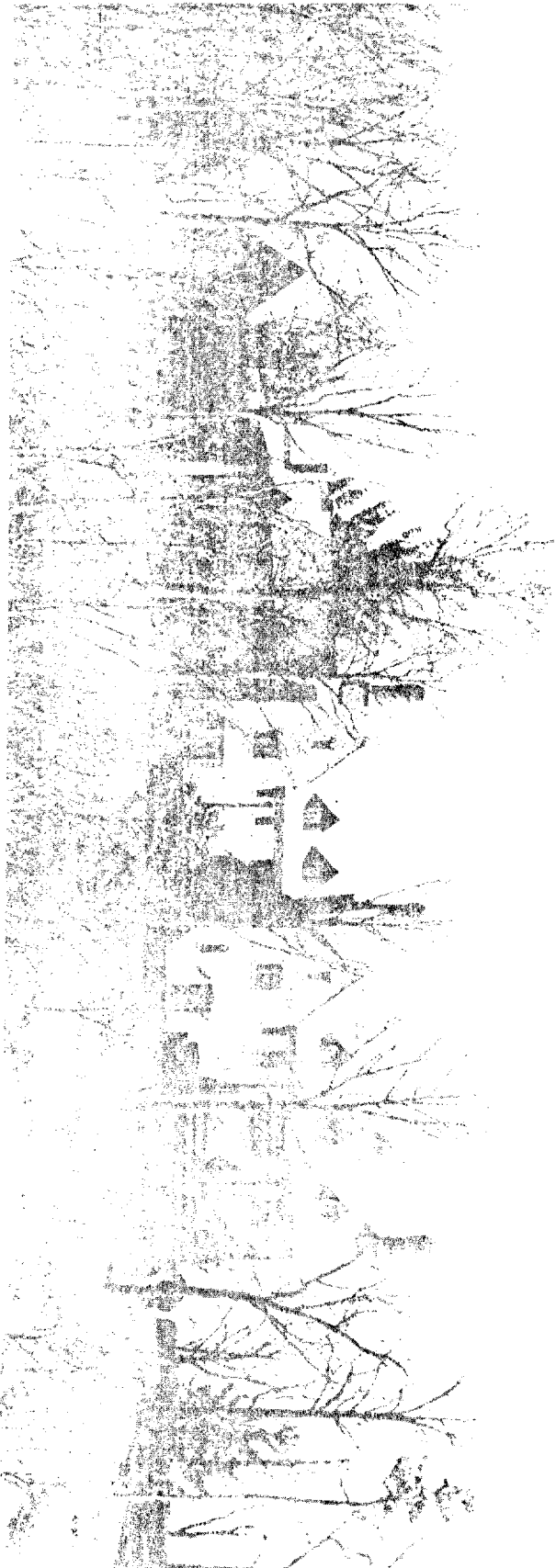
FREEDOM STUDIES CENTER



THE MANOR TERRACE.



VIEW OF HAZEL RIVER VALLEY AND BEAUTIFUL
BLUE RIDGE MOUNTAINS FROM THE MANOR TERRACE



REAR ELEVATION OF THE MANOR

THE FREEDOM STUDIES CENTER

The Freedom Studies Center is located near Boston, Virginia in surroundings unsurpassed for scenic beauty yet only 1½ hours from Washington, D. C. The everchanging panorama of color presented by the great Blue Ridge Mountains is in close view from the 671 acre campus.

The present campus is ideal for seminars and weekend retreats. It has a 23 room manor, 2 smaller houses, 4 barns, swimming pool, tennis courts, miles of bridle paths and 3 miles of bass fishing on the Hazel River.

Plans for the campus include building a library, classrooms and dormitories for year-round use.

The American Legion
American Military Institute
American Security Council
Bradley University, School of International Studies
Claremont Men's College
Committee of One Million
Cook County (Illinois) Schools
Florida Department of Education
Illinois Institute of Technology
International Association of Chiefs of Police, Inc.
International House
Kansas Department of Public Instruction
Kansas State University
LeMoyne College, Department of History and Political Science
Massachusetts Department of Education
The Military Order of the World Wars
University of Southern Mississippi
National Captive Nations Committee
Nebraska Department of Education
North Central College
Northeastern University
Norwich University
Oregon State Department of Education
University of Plano
C. W. Post College, Long Island University
Saint Cloud State College
Saint Procopius College
San Antonio College
Texas Education Agency

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The American Legion

American Military Institute

American Security Council

Claremont Men's College

Committee of One Million

Cook County (Illinois) Schools

Illinois Institute of Technology

International Association of Chiefs of Police, Inc.

International House

Kansas Department of Public Instruction

LeMoyne College, Department of History and Political Science

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I. FREEDOM STUDIES CENTER

The degree of Communist successes in the Cold War can be traced in large measure to a serious gap in our own educational processes. The Communist Bloc operates more than 6,000 schools which teach psycho-political warfare. The United States has not even one comparable school. Thus in the Cold War struggle a revolving number of at least 150,000 specially trained Communist professionals are ranged against a relative handful of informally trained amateurs (and a few qualified professionals who have learned on the job).

Since 1959, every session of Congress has considered establishing a Freedom Academy to turn out finished professionals in psycho-political warfare just as the United States Military Academy provides the nation with professionals in military warfare. It is hoped that a Freedom Academy Bill will eventually be passed, but there has also been growing bi-partisan awareness that the private sector must help close this educational gap whether a government operated Freedom Academy is established or not.

To meet this need, representative educational institutions and national organizations are establishing a private freedom academy as a joint venture under the administration of the Institute for American Strategy. It is called the Freedom Studies Center and will ultimately involve 1) a graduate school, 2) concentrated schools for leaders from all segments of society in the free world and 3) continuing research into how both the public and private sectors of the nation can best mobilize to deal positively with the Cold War and the challenge of emerging nations.

The Freedom Studies Center will be located on the 671 acre estate-campus described at the beginning of this binder.

The initial participants in the development of the Freedom Studies Center include 12 heads of colleges and universities, 16 deans or directors of university schools, 14 state commissioners of education, 16 professors, 11 top officials of major school systems and 39 senior U. S. senators and representatives comprising a balanced representation of the liberal, moderate and conservative wings of both major political parties.

Most of the principal proponents of a government operated United States Freedom Academy serve on one or more boards or committees of the Freedom Studies Center. They see a public and private freedom academy as being mutually complementary and necessary.

The Initial Cooperating Agencies for the Freedom Studies Center range from broad based organizations like The American Legion and The Committee of One Million to educational institutions like Illinois Institute of Technology and Northeastern University and schools systems like the Cook County (Illinois) Schools and the Massachusetts Department of Education.

Key cooperating organizations and institutions will be invited to establish facilities at the Freedom Studies Center. They also may use Freedom Studies Center facilities for their own seminars in related subject areas.

It is planned that many of the cooperating institutions will conduct independent but complementary Cold War educational programs. For example, it is planned that some of the cooperating universities will eventually establish independent regional centers on psycho-political warfare.

The Freedom Studies Center will also continue the Institute for American Strategy's leadership role in encouraging teaching about Communism in the secondary schools. For example, it will continue as the consultant to the Joint Committee of the National Education Association and The American Legion. See Part V for examples of continuing projects.

A number of senators and congressmen have asked that the first concentrated schools be for key congressional staffers, governors' aides and other government officials. The first school for these key men is scheduled for June 1966. These schools will be similar to the pilot schools for governors' aides conducted by the Institute for American Strategy under the auspices of the National Governors' Conference with the cooperation and assistance of the White House.

Subsequent concentrated schools will be conducted for leaders in other fields both from the United States and other free world countries. These students will include journalists, businessmen, labor leaders, executives of voluntary organizations, government officials, military leaders, educators and community leaders.

II. THE EDUCATIONAL GAP IN THE COLD WAR

The following outstanding Americans have played important roles in identifying the educational gap in the Cold War.

President Lyndon B. Johnson:* "The great majority of our citizens, I believe, want to understand the form and fashion of the challenge posed for us by Communism. They seek sound information on which they can rely and from which they can draw their own conclusions and make their own decisions as to the rightness or wrongness of the paths we pursue in the search for a peace which preserves our freedoms."

General Dwight D. Eisenhower: "I believe there is an overpowering need for a regular and sustained study of this subject.... It is vital that the American people understand the nature of this struggle--that they grasp the magnitude of the threat posed by Communism to our free society--that they come to know their adversary in all his many and devious guises."

"I think the difficulties we are faced with in this protracted conflict spring largely from the fact that many Americans have never fully understood the tragic harvest of human suffering Communism has reaped around the world, and the methods it uses to undermine and weaken our free society."

Senator Thomas J. Dodd, Dem. Conn.: "Recent events in Vietnam and the Dominican Republic again drive home the need for the expansion, on the most urgent possible basis, of our cold war training program. As I have said over and over again, the communists have scored so many cold war victories since the close of World War II, because in the field of political warfare they have been professionals opposed only amateurs."

"Ultimately, it is to be hoped, the Government itself will set up some kind of training program for private citizens as well as employees of the Executive Branch concerned with the conduct of foreign policy. But, since governments move slowly, it is my conviction that an effort should be made on a private basis to make serious cold war education more generally available than it is today to all those who can make use of it."

* December 11, 1964 message concerning National Governors' Conference School on Cold War Education conducted by the Institute for American Strategy.

Dr. Walter H. Judd, former Republican Congressman from Minnesota: "The Communists are winning the Cold War because most Americans neither understand nor know how to fight this kind of war. If we are to meet the Communist threat, leaders in all walks of life must be educated as to the nature of the war we are in and how to fight it."

Alan G. Grant, Jr., President, Orlando Committee: "The Soviets are winning the cold war precisely because Lenin understood sixty years ago that political warfare is an incredibly complex and difficult art and science and as such should be conducted by highly trained professionals-- and then acted on this belief by inaugurating a comprehensive training and research program which systematically created capacity for total political war."

General David Sarnoff, Chairman of the Board, R. C. A. "We need a network of schools and universities devoted to training cadres for the Cold War. The objective is not education in a generic sense, but specific preparation for the intellectual, technical, intelligence and similar requirement of the ideological-psychological war."

Dr. Sidney Hook, Professor, New York University: "The greatest lack in the world today in the struggle against communism is the absence of a large trained body of men and women dedicated to the idea of freedom who are experts in the theory of communism, informed of all its practices and able to give positive leadership in the struggles against them for a freer and better world."

Dr. Leo Cherne, President, Research Institute of America: "...there is nowhere at the present time any training of U. S. Government personnel, or those persons involved in the exchange programs which could lead to the understanding of the techniques of organization which are at the heart of any effective counter-action program against the Communist cadres."

III. SCHOOL PROGRAMS

Purpose

The purpose of the Freedom Studies Center is to help close the educational gap so ably identified by those quoted in Part II of this binder.

The Freedom Studies Center will present a positive, constructive approach to Cold War problems based on the principles of American freedom. The Center will devote its primary attention to the cause of freedom and to expanding its sphere in the world. It will thus become a focus of research and instruction on the positive aspects of Western civilization as contrasted to the negative approach of Marxism-Leninism.

Since people in many nations seek a practical alternative to Communism for themselves, the Center will advance those concepts and courses of action which will assist them in developing their own political institutions. Toward this end, the Center will assist in developing the leadership potential of these nations.

The Freedom Studies Center will give practical, realistic instruction in three areas of study:

- A. The principles of American freedom and the moral resources of the free world, their dynamics and mobilization.
- B. The Communist challenge.
- C. Defending and extending the sphere of freedom.

The above areas will be related to the nature of Communist psycho-political warfare and how it may be countered.

School Programs

The programs of the Freedom Studies Center will be organized on the basis of a multiple-track system as follows:

- A. Concentration Programs
 - 1. Long Weekend - An intensive lecture/seminar program of four days duration (Thursday through Sunday).

2. Two Week Course - An intensive lecture / seminar program similar to the Long Weekend, but with expanded coverage of the subject matter.
3. Six Week Course - An in-depth program of lectures and seminars concluding with a one-week workshop conducted by students under faculty guidance.

B. Graduate Programs

1. Graduate programs of study will be undertaken with the cooperation of participating universities and colleges.
2. Study for the Masters degree and Doctorate will be taken partly on the campus of a cooperating university and partly while residing at the Freedom Studies Center. In addition, candidates for graduate degrees may be required to take selected non-credit courses at the Center or at the cooperating universities.

Scope

The subject matter for the multiple track program will be drawn from a common course outline. A partial exception to this procedure will be the courses for the Graduate Degree Program. Students may substitute appropriate courses offered at cooperating universities for Freedom Studies Center courses by mutual arrangement between the Center and the Co-operating University. Additionally, subject matter will be adapted to meet specific requirements of specific groups of students.

See appendix "A" for course outline.

Students

Students will be drawn from the present and developing leadership of all segments of society in this and other countries. They will include government officials, educators, journalists, businessmen, labor leaders, executives of voluntary organizations, military leaders and community leaders.

IV. RESEARCH AND ADVISORY CENTER

The Freedom Studies Center is also planned as a continuing source of expert advice and counsel to graduates, and to institutions and leaders throughout the world including the organization of advisory teams upon request for the governments of other countries.

The Center will conduct research under contract with corporations and institutions of the private sector and also for government agencies. Further, within the limits of available funds, it will prepare research papers upon request for members of the congress, the executive branch, participating educational institutions and communications media.

V. EXPERIENCE FOR A PRIVATE FREEDOM ACADEMY

The Institute for American Strategy was urged to accept responsibility for administration of the Freedom Studies Center because of its outstanding record in the field of Cold War education. Institute activities which have already helped to close the educational gap in the Cold War have included:

- Conducting seven National Military Industrial and Educational Conferences and one National Conference on Cold War Education where top leaders from all segments of society came together to discuss what needed to be done in meeting the Communist challenge to American freedom .
- Serving as the consultant to the Joint Committee of the National Education Association the The American Legion. This included participation in the development and distribution of the Joint Committee's Guidelines for Teaching about Communism which is the most widely used guide in the high schools of America.
- Acting as the consultant in developing the sound filmstrip series Communism: Challenge to Freedom produced by the Society for Visual Education--one of the largest producers of visual aids for secondary schools. This filmstrip is now in use in secondary schools in every state.
- Publishing a basic text on Cold War education, Education and Freedom in a World of Conflict. The editorial board for this book consisted of Dr. Samuel M. Brownell, Superintendent of Schools, Detroit; Dr. William Y. Elliott, Professor of Government, Harvard University; and Benjamin C. Willis, General Superintendent of Schools, Chicago.
- Publishing with Doubleday & Co. the basic reference book, American Strategy for the Nuclear Age with sales of over 80,000 copies. Over 10,000 of these copies were distributed by the National Committee on Discussion and Debate to its participating high schools.
- Acting as the consultant to the chairman of the National Governors Conference Committee on Cold War Education and assisting in the preparation of Committee reports.

Conducting comprehensive national surveys on the nature and extent of instruction about Communism in secondary schools, in cooperation with the chief state school officers. The Institute's State-by-State Survey of Teaching about Communism in the Secondary Schools is the only comprehensive survey of its kind.

Sponsoring the first National Strategy Seminar for Reserve officers held at the National War College, Washington, D.C. in July 1959. The Institute also sponsored the July 1960 National Strategy Seminar for Reserve Officers. The Department of Defense has continued this school as a permanent part of its educational program.

Conducting the December 1964 School for Gubernatorial Aides (on Cold War education) under the sponsorship of the National Governors' Conference. This school was conducted with the cooperation and assistance of the White House which provided a lecture team of top Cold War experts for two of the ten days of school.

President Johnson's official comments on this school were described by the National Governors' Conference Committee on Cold War Education as "the strongest endorsement ever given any program in the broad field of Cold War Education by a United States President".

VI. FINANCIAL REQUIREMENTS

It is estimated that the initial annual operating budget of the Freedom Studies Center will be a minimum of \$750,000 exclusive of the cost of physical facilities.

Acquisition of the campus, additions and conversions of existing physical facilities will cost approximately \$750,000. As soon as feasible, the investment in physical plant will be increased to about \$3,500,000 to permit a more adequate level of operation.

To meet the financial requirements and facilitate long range planning, the goal is to provide a fund of \$10,000,000 to finance the development and operation of the Freedom Studies Center.

Contributions Deductible

Contributions for the physical development and operation of the Freedom Studies Center are made to the Institute for American Strategy. Such contributions are fully deductible for income tax purposes.

The Institute is tax-exempt as an educational institution under section 501 (c) (3) of the Internal Revenue Code. Contributions to the IAS are deductible as provided in section 170 of the Code. Bequests or gifts are deductible for Federal estate and gift tax purposes under the provisions of section 2055, 2106 and 2522 of the Code.

See the next page for the manner in which founding contributions to the Freedom Studies Center will be recognized.

Contributions for Phase I of Physical Development

FREEDOM STUDIES CENTER

The Institute for American Strategy has entered into an agreement to purchase the Longlea Estate located in the vicinity of Culpeper, Virginia, on February 25, 1966.

On this occasion, the Executive Committee has decided to honor and commemorate those individuals, foundations and companies whose gifts make possible the acquisition, remodeling and furnishing of the initial land and buildings of the Freedom Studies Center.

The names of contributors of \$10,000 or more will be inscribed in bronze in the FOUNDERS Section of a FREEDOM HONOR ROLL in the Manor Reception Hall. The names of contributors of \$1,000 to \$10,000 will be inscribed in bronze in the PATRONS Section of the FREEDOM HONOR ROLL.

A contributor of \$400,000 or more will be honored by naming the entire campus for him or his designee if:

- 1) the contribution is made before February 15, 1966 and
- 2) the contributor or his designee is an outstanding citizen.

The Executive Committee will also honor other outstanding contributors as follows:

<u>To be named for contributor</u>	<u>Contribution</u>
Manor	\$200,000.00
Dormitory Wing of Manor	75,000.00
Seminar Wing of Manor	50,000.00
Manor Drawing Room	40,000.00
Manor Library	25,000.00
Manor Dining Room	25,000.00
Manor Reception Hall	25,000.00
Auditorium and Administrative Offices	100,000.00

Estimated Cost of First Two Phases of Physical Development

FREEDOM STUDIES CENTER

PHASE I

* Acquisition of Property (The purchase agreement requires the full purchase price to be paid at closing on February 25, 1966)	\$285,000.00	
* Furnishing, decorating and equipping Manor for live-in seminars including remodeling of kitchen	50,000.00	
* Remodeling and equipping garage and apart- ment wing of Manor as a Seminar Hall	30,000.00	
Construction and furnishing of Dormitory Wing of Manor	75,000.00	
Remodeling and equipping 60 x 75 barn as an auditorium, administrative offices, class- room and temporary library	85,000.00	
* Remodeling and furnishing two smaller houses for maintenance and kitchen staff quarters	10,000.00	
* Maintenance equipment and tools including tractor, mowers and jeep station wagon	7,500.00	
Maintenance costs for first ten years	<u>200,000.00</u>	
COST OF PHASE I		\$742,500.00

PHASE II

Dormitory including dining room and kitchen facilities	\$300,000.00	
Classroom and Seminar Hall	<u>150,000.00</u>	
COST OF PHASE II		\$450,000.00

TOTAL

\$1,192,500.00

COURSE OUTLINE

The following course outline indicates the broad range of subject material to be covered at the Freedom Studies Center but is not intended to show the relative weight given each subject:

A. Economics, Ideology, Philosophy, Political Theory

1. The Role of Ideology in Conflict and Crisis

The basic assumptions of theories of democracy and totalitarianism and practices based on these assumptions. Marxist-Leninist theories of conflict. Articulating the freedoms of free societies in the battle of ideas.

2. The Competitive Society and the Managed Society

The competitive society is one in which the individual and the private sector provide the wellsprings of growth, progress, and direction as contrasted to the managed society in which the course of society is plotted by an elite group. The competitive society accommodates the role of the individual; the managed society accommodates conformity. Analysis of the strength and weakness of both societies with special reference to the potential of the competitive society for the mobilization of its creative and liberative powers.

3. Economic Surveys

Economic balance sheets of the Soviet bloc, Communist China, the uncommitted countries, and the free world. Economic problems of the developing countries.

B. Strategy, Tactics, and Techniques of Struggle

1. Conflict Organization and Management

The development of non-traditional methods of struggle. Soviet and Chinese Communist non-military forces.

2. Western Options

Focal points in conflict. The development of strategies for rendering harmless the new forms of forcible, semi-forcible, and non-forcible conflict. Psycho-political elements of non-military strategy. Contributions of the private sector in information, research, training, and other areas to Western assets.

3. Evolution of Twentieth Century Conflict

The dimensions of new and continuing forms of struggle. Semantic and strategic problems created by the obfuscation of the traditional peace/war line. The moral and psycho-political impact of nuclear weapons and the exploitation of nuclear and war psychoses. On-going patterns of conflict: Revolutionary warfare; unconventional warfare; proxy warfare; sanctuary warfare.

4. Tactics and Techniques

The role of intelligence and counter-intelligence in non-traditional forms of conflict. Propaganda identification, analysis, and techniques. Psycho-political warfare: Propaganda, demonstrations, marches, and organizational techniques in group mobilization; "professional" students and educational warfare; organized non-violence. Economic sanctions, economic pacific blockade, financial operations, trade offensives, and other techniques of economic competition or conflict. Tactics and techniques of insurgency and counter-insurgency.

C. Science and Technology and World Politics

Scientific and technological competition and the world balance of forces. Scientific and technological aid to the developing countries. Technological developments for conflict resolution.

D. Area Studies

The Center will not attempt to duplicate the excellent general area studies programs now being conducted by many colleges and universities. Rather the Center will focus attention on the problems and the problem-solving techniques of exploitable conflict situations in areas such as Africa, Latin America, and Southeast Asia.